



Game On!

PURPOSE

To develop students' awareness of different markets and how to target them

LEARNING OUTCOMES

The activity will help the students to develop their ability to:

- think creatively to meet the needs of a brief
- identify what both purchasers and consumers are looking for in a product
- adapt their ideas to work with limited resources
- design products that are fit for purpose
- work as part of a team to meet a project brief and deadline

TIMING

- 1½ hours or several short sessions

TYPE OF ACTIVITY

- working to a brief
- production and trading

GROUP SIZE

- single class
- whole year group

USE

- stand-alone activity
- part of off-timetable session

PREPARATION & MATERIALS

- make students aware (e.g. through a list, briefing etc.) of which groups they are in (preferably mixed gender, ability, ethnicity and non-friendship groups to reflect real life)
- enough Briefing Sheets for each group to work effectively and the PowerPoint version if appropriate
- pencils, ruler, rubbers, coloured pens, scissors, glue stick, stapler, rough paper, A4 or A3 card in assorted colours and sugar paper (or similar) for each group
- any other materials or equipment you wish to provide for each group or shared use
- enterprise skills audit and activity evaluation materials as appropriate

Running the session

1. Give out the *Briefing Sheet* and go through any issues that need clarification. Remind the students that their brief is to make a game that is educational and fun. If appropriate, discuss the sort of things it is useful for young children to learn and the type of activities that they enjoy doing.

Ask the students who buys the product. (*The purchasing power lies with adults – they make the decisions about what to buy for this age group.*) Remind the students that the game must appeal to the purchaser as well as the end user.

2. Allow the groups to start discussing their plans and inform them of the deadline for completing the task.
3. Give time reminders as appropriate and as the deadline approaches.
4. Stop the activity when the time is up. Display the items (*with any accompanying materials, packaging, etc.*) on a stage or on spare tables round the room.
5. Debrief the students.
6. If possible, arrange for a local primary school to field-test the products and provide feedback. The items and accompanying materials can be displayed in school if appropriate.
7. Evaluate the activity with the students and others as appropriate.

Debrief

There are likely to be a number of issues that need to be explored. These may include:

- What did you find hardest about this activity?
- What did you like best about this activity?
- How do you feel about your final product(s)?
- How does your game compare with commercially available ones? What inspired you?
- What makes a successful game, such as Monopoly, Cluedo, Scrabble, Snap, poker and so on?
- What have you learned from other groups' ideas?
- What would you do differently if you were to do this again?
- Would you be prepared to test your game out on 5-8 year old children?

Variations

You can vary the activity and alter the degree of difficulty by:

- varying the items or quantities of materials that each group starts with
- introducing a Supplies desk and Price List
- working to a budget
- working out the production costs



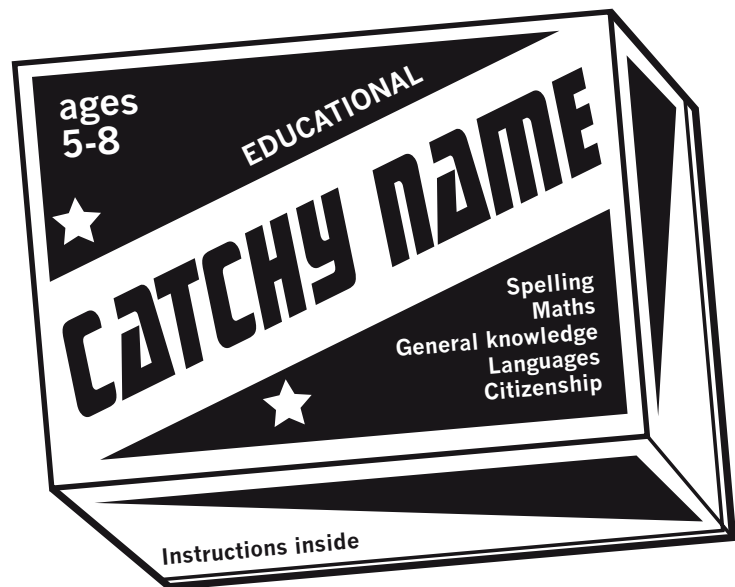
Game On!

Your company has decided to market a new educational game for young children.

As the company's top design team, you've been asked to invent and produce a new, fun, easy-to-play game that has real educational value.

Using only the materials and equipment you've been given, you must:

- make a perfect prototype game
- provide full instructions on how to play it
- design and make a box or other packaging
- design and make any 'kit' needed for playing the game
- choose a catchy name and logo for the game.



You may be able to invent a number of different games that use the same 'kit'. The only requirement is that all games must all be suitable for children aged 5 to 8.

Don't forget that the game must be educational. The learning points could be spelling, maths, general knowledge, languages, Citizenship, a mixture of any of these or anything you consider to be important for young children to know or helpful for their parents and teachers.

Although the game is for children, think about who actually buys it – the game must appeal to them too or they won't buy it for their children.